

Tentative (topics subject to change) Schedule for the Assessment Strand in TEED 5022

Note: Please read the chapters listed under the dates **before** you come to class that day!

January 9 <sup>th</sup> morning Read Ch 1 & 2	<b>Introduction to Assessment</b> The role of assessment in teaching & learning; Washington State context; intro to learning targets (LTs) & assessment methods.
Learning Targets Session 1	<ol style="list-style-type: none"> <li>1. Know the definitions for the basic assessment terms: LT, evidence, assessment, evaluation, summative, and formative (Fact);</li> <li>2. Begin to develop understanding of basic assessment terms: LT, evidence, assessment, evaluation (Concept);</li> <li>3. Begin to develop a positive disposition toward assessment (Disposition).</li> </ol>
January 12 <sup>th</sup> afternoon Read Ch 3	<b>More About Assessment, Focusing on Learning Targets</b> The structure and role of learning targets; evidence of student achievement.
Learning Targets Session 2	<ol style="list-style-type: none"> <li>1. Know the different LT categories: Fact; Concept; Skill (introduced or practiced); Disposition (Fact);</li> <li>2. Know the characteristics of effective LTs. Targets will be characterized as: Clear; Categorized; Related to standards (as appropriate) (Fact);</li> <li>3. Begin to develop understanding of the learning target categories (Concept);</li> <li>4. Develop beginning ability to write an effective learning target (Introduced Skill).</li> </ol>
January 16 <sup>th</sup> morning	<b>Learning Targets =&gt; Evidence</b> More on learning targets and their role in learning; focus on evidence of student achievement; different kinds of evidence for different kinds of targets.
Learning Targets Session 3	<ol style="list-style-type: none"> <li>1. Develop refined understanding of the LT categories (fact, concept, skill, and disposition) and their implications for students' and teachers' actions (Concept);</li> <li>2. Develop ability to write LTs and statements of evidence that will facilitate focused instruction and student learning (Introduced Skill);</li> <li>3. Continue to develop an appreciation for the importance of carefully considered and well-structured LTs and statements of evidence (Disposition).</li> </ol>
January 30 <sup>th</sup> morning Read Ch 4	<b>Moving from Learning Targets and Evidence Toward Assessment</b> Refining your understanding of the long-range planning process (Backward Curriculum Design) and the progression from LTs to evidence and assessment; Sign up for a jigsaw chapter team.
Learning Targets Session 4	<ol style="list-style-type: none"> <li>1. Continue to develop ability to write effective LTs and associated statements of evidence. (Practiced Skill);</li> <li>2. Develop understanding of the relationship between LTs, evidence and assessment. (Concept);</li> <li>3. Construct a beginning understanding of the ways in which mis-measurement ("bias and distortion") may enter into the assessment process. (Concept)</li> </ol>
February 2 <sup>nd</sup> morning Read your selected chapter in Stiggins	<b>Practice with Assessment Possibilities</b> Moving from LTs and evidence toward the application of these ideas in the processes of teaching and learning.

Learning Targets Session 5	1. Solidify understanding of the backward design process and the role of assessment in the processes of learning and teaching (Concept); 2. Develop understanding of the structure and utility of scoring guides (Concept); 3. Develop ability to select and create appropriate scoring guides (Introduced Skill); 4. Develop understanding of potential for mis-measurement and ways to avoid it in assessment (Concept).
February 2 <sup>nd</sup> afternoon	<b>Review, Scoring Guides, Minimizing Mis-Measurement</b> Solidifying understanding of the sequence of assessment; examining scoring guides; assessing dispositions; preparing for the assessment methods jigsaw.
Learning Targets Session 6	(Same as for session 5)
February 6 <sup>th</sup> morning	<b>Assessment Methods Jigsaw</b> Exposure to four fundamental methods of assessment and detailed consideration of one of these.
Learning Targets Session 7	1. Develop understanding of assessment methods and their relationship to learning target categories (Concept); 2. Develop skill with the design and implementation of specific assessment methods (Introduced Skill).
February 12 <sup>th</sup> morning encyclo. article	<b>The Quiz</b> <b>External Assessments</b> A brief look at the history and the future of externally imposed and mandated assessment. Where do we go from here?
Learning Targets Session 8	1. Demonstrate skill with the logical formulation of classroom assessments (Practiced skill); 2. Develop beginning understanding of the history of externally imposed and mandated assessment (Concept); 3. Build a considered stance regarding the role of external assessment (Disposition)
March 6 <sup>th</sup> morning Greenwood article (Distributed in class)	<b>Applications and Realizations of Assessment</b> More on the assessment of dispositions; Standards-Based Assessment; Assigning grades; edTPA assessment issues; assessing dispositions (?) (Ch. 9); informal, formative assessment processes.
Learning Targets Session 9	1. Develop understanding of standards-based assessment (Concept); 2. Develop understanding of the assessment of disposition (Concept); 3. Solidify understanding of informal, formative assessment (Concept);
March 9 <sup>th</sup> morning	<b>Synthesis and Implications of Assessment in Middle &amp; High Schools</b> What have we learned? Who Graduates and Who Does Not? Searching the OSPI database Course Evaluation.
Learning Targets Session 10	1. Develop understanding of factors associated with success and failure in K-12 education as related to assessment (Concept); 2. Develop ability to search OSPI database of assessment metrics (Introduced Skill).

